

Final draft

## Region 4 Project ENRICH – First Year Comprehensive Plan

**Enriching the lives of Infants, Toddlers, and Youth, Specifically Those with Disabilities**

**Year 1 – October 1, 2005 – September 30, 2006**

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Project ENRICH Coordinator

**Goal One: Create a system for coordinating and enriching the professional development of school personnel, mentors, volunteers, parents, and others connected with the life and learning of children and young adults with disabilities.**

<b>Action 1.1 Investigate specific professional development needs within individual districts as they relate to academic achievement of students with disabilities.</b>						
<b>Correlate</b>	<b>Intended Audience</b>	<b>Persons Responsible</b>	<b>Outcomes *Activity</b>	<b>Resources/ Budget</b>	<b>Timeline</b>	<b>Benchmarks Evaluator's Role</b>
A B C D E	Teachers K-12 Parents Administrators  School Improvement Teams  SPED teachers	<b>Project ENRICH</b> Coordinator	<b>Outcome: Ensure that a comprehensive planning process is in place for regionalized professional development.</b>  *Organize an advisory committee: invite administrators; sped directors; parents, and early intervention providers *Create and implement a web-page on the existing ESA web-site * Begin working on year 1 work plan	Supplies	September-2005	Reflective Data Agendas and minutes Website information Work Plan
<b>Action 1.2. Provide a series of professional development workshops that will create a sustainable network for systemic change.</b>						
<b>Correlate</b>	<b>Intended Audience</b>	<b>Persons Responsible</b>	<b>Outcomes *Activity</b>	<b>Resources/ Budget</b>	<b>Timeline</b>	<b>Benchmarks Evaluator's Role</b>
A B C D E	Teachers K-12 Parents  Administrators  School Improvement Teams Para professionals SPED teachers	Planning Committee  ESA staff  <b>Project ENRICH</b> Coordinator	<b>Outcome: Ensure the use of test results to modify curriculum and instruction to better meet the needs of their students, especially those children and youth with disabilities.</b> * Analyze existing data *Choose areas of focus for each professional development program to equip educators and other constituents with the skills they need to analyze test score data. *Contact professional development presenters; * Schedule professional development activities.	Supplies	September-2005	Reflective Data

**Goal: Improve the learning opportunities and achievements of children with disabilities.**

<b>Action 2.1 Create a regional learning community within the region 4 ESA</b>						
<b>Correlate</b>	<b>Intended Audience</b>	<b>Persons Responsible</b>	<b>Outcomes *Activity</b>	<b>Resources/ Budget</b>	<b>Timeline</b>	<b>Benchmarks Evaluator's Role</b>
A B D	Paraprofessionals,  general educators,  special educators  and parents	<b>Project ENRICH</b> Coordinator  Advisory Committee  Workshop presenters	<b>Outcome: Ensure educators and other constituents implement research based strategies in the teaching of math and reading.</b> *Paraprofessionals, general educators, special educators and parents will be trained in and implement research based methods to enable 70% of the students with disabilities to be proficient at the South Dakota Reading and Math Standards by the end of the third year.	Supplies  Contractual  Travel	Workshop I (October) Workshop II (November) Workshop III (December) Workshop IV (February) Workshop V (March) Workshop VI (April)	Participant survey  Specific follow-up survey  Projected improvement in mathematics and reading scores each of the three years of the project.
<b>Action 2.2 Create a sustainable system for professional development</b>						
<b>Correlate</b>	<b>Intended Audience</b>	<b>Persons Responsible</b>	<b>Outcomes *Activity</b>	<b>Resources/ Budget</b>	<b>Timeline</b>	<b>Benchmarks Evaluator's Role</b>
D	Paraprofessionals,  general educators,  special educators and parents	<b>Project ENRICH</b> Coordinator	<b>Outcomes: Ensure educators other constituents use advanced technology to communicate with their peers.</b> * Provide three follow-up discussion sessions utilizing DDN technology for each of the six scheduled workshops.  * Research and reflection allow teachers to grow and gain confidence in their work. Through action research, teachers can learn about themselves, their student's and their colleagues and can determine ways to continually improve.	Supplies  Contractual  Travel  DDN network	Fall 2005-ongoing	Feedback during Follow-up session (written and verbal)

<b>Action 2.3 Create a sustainable system for professional development.</b>						
<b>Correlate</b>	<b>Intended Audience</b>	<b>Persons Responsible</b>	<b>Outcomes *Activity</b>	<b>Resources/ Budget</b>	<b>Timeline</b>	<b>Benchmarks Evaluator's Role</b>
	Para professionals, general educators Special education educators And parents	<b>Project ENRICH</b> Coordinator	<b>Outcome: Ensure educators and other constituents conduct action research in their own classrooms, making it possible for them to maximize the achievement of all students, especially those children and youth with disabilities.</b> * By empowering educators and others who work with the children and youth with disabilities through the utilization of techniques learned during the professional development activities, we will see greater ownership by everyone involved in the education of these students and their test scores will show an improvement over the next three years.	Supplies  Travel  DDN network	Fall 2005-ongoing	Improvement in test scores over the next three years.

**Goal: Increase meaningful collaboration and linkages with other state and federal school improvement efforts as well as other agencies, services, and resources existing primarily for the good of children with disabilities.**

<b>Action 3.1: Birth through three, early intervention providers, both public and private, will receive professional development opportunities (network meetings) that promote the adequate growth and development of children with disabilities and prepare them for future success in learning.</b>						
<b>Correlate</b>	<b>Intended Audience</b>	<b>Persons Responsible</b>	<b>Outcomes *Activity</b>	<b>Resources/ Budget</b>	<b>Timeline</b>	<b>Benchmarks Evaluator's Role</b>
B C E	Anyone who has contact with early intervention , public and private providers, NICU, daycare providers, public health	Input from all service agencies, with audience providing materials	<b>Outcome: Ensure the development of a regional hub for partnerships and professional growth</b> *Work with the Primary Service Model to provide information to educators, parents, and other constituents concerning early intervention strategies– * collaborate with other agencies  * By establishing a network of providers and maintaining that network, we can improve and sustain collegiality,	Supplies Contractual Mileage  DDN network  web-page	Fall 2005-ongoing	Feedback-both verbal and written from workshops 1-6

	nurses, Head Start		and communication to better educate all students and especially those with disabilities.			
<b>Action 3.2 Create a regional hub for partnership and professional growth</b>						
<b>Correlate</b>	<b>Intended Audience</b>	<b>Persons Responsible</b>	<b>Outcomes *Activity</b>	<b>Resources/ Budget</b>	<b>Timeline</b>	<b>Benchmarks Evaluator's Role</b>
B C E	Para professionals, general educators Special education educators And parents	<b>Project Enrich</b> Coordinator	<b>Outcome: Ensure that the professional development activities funded by this grant have a positive effect on student's achievement scores, especially those children and youth with disabilities</b>  *Provide a variety of evaluations including formal and informal evaluations.	Supplies Travel	Fall 2005-ongoing	Improvement in test scores in Math and Reading for students with disabilities within the Region 4 ESA over the next three years.